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HUMAN RIGHTS QUESTIONS

Preparation of a plan of action for a United Nations decade for human rights education

Report of the Secretary-General

Addendum

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I. INTRODUCTION

1. The present document completes the report of the Secretary-General on human rights education requested by the General Assembly in its resolution 48/127 of 29 December 1993. It is an addendum to the report of the Secretary-General submitted through the Economic and Social Council to the Assembly on 18 July 1994 (A/49/261-E/1994/110) and incorporates a draft plan of action for the decade for human rights education as well as the results of the consultations conducted by the Centre for Human Rights in preparing that draft.

2. Consistent with the provisions of Article 1 of the Charter of the United Nations, United Nations activities in the field of human rights have, for almost 50 years, been devoted to promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language or religion. These activities have taken many forms in the past five decades, from standard-setting to monitoring, from facilitating international dialogue and cooperation to the provision of technical assistance, from the commissioning of technical studies to fielding of large-scale peace-keeping missions. The collective result of these efforts has been the scripting of what the Secretary-General called, in his statement at the opening of the World Conference on Human Rights in June 1993, a "common language of humanity".

3. That language of human rights has been richly endowed by the United Nations with universal standards, international mechanisms and a solid ethical and legal framework for the rights and responsibilities of nations and peoples in their daily conduct. Human rights education figures prominently in a series of international and regional human rights instruments.

4. But the effective promotion and protection of human rights demands far more than a well-developed set of rules and the establishment of mechanisms to ensure their compliance. Rather, a meaningful struggle for human rights requires as well that those who have the potential to impact the realization of human rights and all human beings subject to their enjoyment, be aware of both their rights and their responsibilities in this international framework. In realization of this, the United Nations has also given increasing attention to human rights education in its global activities.

5. The objective of the United Nations in its human rights educational activities is to teach this "common language of humanity" to all people everywhere, to make each person fluent in its vocabulary and to enable each person to translate its terms into their daily conduct, whether student or farmer, police officer or soldier, cabinet minister or teacher. In short, the United Nations, through human rights education, is seeking to build a universal culture of human rights, consistent with its mandate under the Charter and with the principles set forth in the International Bill of Human Rights.

6. In its Vienna Declaration and Programme of Action, 1/ the World Conference on Human Rights, held in 1993, reaffirmed that in accordance with international instruments, including the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights, States are duty-bound to ensure that education is aimed at strengthening respect for human

rights and fundamental freedoms. Education should promote understanding, tolerance, peace and friendly relations between nations and all racial or religious groups, as well as encourage the development of similar United Nations activities. The Conference also concurred that human rights policies should be integrated at both national and international levels.

7. The World Conference declared that human rights education, training and public information are essential for stable and harmonious relations among communities. It called on States to aim for eradicating illiteracy, to direct education towards the development of the individual and to strengthen respect for human rights and fundamental freedoms. It also recommended that human rights, humanitarian law, democracy and the rule of law should be included as subjects in all formal and informal educational institutions.

8. The World Conference further recommended that States develop specific programmes and strategies to ensure widespread human rights education and the dissemination of public information, taking into account the World Plan of Action on Education for Human Rights and Democracy, adopted at Montreal in March 1993, and particularly the human rights needs of women.

9. In addition, the World Conference called for a strengthening of the current World Public Information Campaign for Human Rights. The advisory services and technical assistance programmes of the United Nations system should be able to respond immediately to requests from States for educational and training activities, as well as provide for the special education of groups such as military forces and law enforcement and health personnel.

10. The World Conference also stated that the proclamation of a United Nations decade for human rights education should be considered in order to promote, encourage and focus the aforementioned educational activities.

11. As the General Assembly prepares to consider the proclamation of a United Nations decade for human rights education, an opportune moment has arisen to review the foundations, the existing capacities and the future course of human rights education at national, regional and international levels.

12. According to General Assembly resolution 48/141 of 20 December 1993, the United Nations High Commissioner for Human Rights is the highest United Nations official dealing with human rights matters having specific responsibility for the coordination of human rights education and information activities system-wide. The launching of the decade provides a unique challenge and opportunity for the newly established post of High Commissioner for Human Rights.

II. DEFINING HUMAN RIGHTS EDUCATION

13. References to the concept of education for human rights appear in a number of international human rights instruments, including:

(a) Paragraphs 33 and 34 of part I and paragraphs 78 to 82 of part II of the Vienna Declaration and Programme of Action;

(b) Article 26, paragraph 2, of the Universal Declaration of Human Rights;

(c) Article 13, paragraph 1, of the International Covenant on Economic, Social and Cultural Rights;

(d) Article 10 of the Convention on the Elimination of All Forms of Discrimination against Women;

(e) Article 29, paragraph 1, of the Convention on the Rights of the Child;

(f) Article 3, paragraph (b), of the Convention concerning Discrimination in Respect of Employment and Occupation (International Labour Organization (ILO) Convention No. 111 of 1960);

(g) Article 7 of the International Convention on the Elimination of All Forms of Racial Discrimination;

(h) Article 8 of the United Nations Declaration on the Elimination of All Forms of Racial Discrimination;

(i) Articles 5, 6 and 8 of the Declaration on Race and Racial Prejudice of the United Nations Educational, Scientific and Cultural Organization (UNESCO);

(j) Article 4, paragraph 4, of the Declaration on the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities;

(k) Articles 30 and 31 of the Convention concerning Indigenous and Tribal Peoples in Independent Countries (ILO Convention No. 169 of 1989);

(l) The UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms;

(m) The Declaration of the forty-fourth session of the International Conference on Education for Peace, Human Rights and Democracy, adopted by the Ministers of Education of UNESCO member States (Geneva, 8 October 1994).

14. References can also be made to relevant provisions of regional human rights instruments, including:

(a) Article 13, paragraph 2, of the Additional Protocol to the American Convention on Human Rights in the area of Economic, Social and Cultural Rights (the Protocol of San Salvador);

(b) Article 25 of the African Charter on Human and Peoples' Rights;

(c) Paragraph IV (iii) of the Declaration regarding Intolerance - A Threat to Democracy, adopted by the Committee of Ministers of the Council of Europe in 1981;

(d) Paragraph III (b) of the Declaration on the Freedom of Expression and Information, adopted by the Committee of Ministers of the Council of Europe in 1982;

(e) Paragraph VII of the Declaration on Equality of Women and Men adopted by the Committee of Ministers of the Council of Europe in 1988;

(f) Articles 7 and 8 of the European Charter for Regional or Minority Languages;

(g) Several documents and reports of the Conference on Security and Cooperation in Europe (CSCE).

15. Taken together, these instruments provide a clear definition of the concept of human rights education as agreed by the international community. Human rights education may thus be defined as education, training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes and which are directed to:

(a) The strengthening of respect for human rights and fundamental freedoms;

(b) The full development of the human personality and the sense of its dignity;

(c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

(d) The enabling of all persons to participate effectively in a free society;

(e) The furtherance of the activities of the United Nations system for the maintenance of peace.

III. RECENT DEVELOPMENTS REGARDING HUMAN RIGHTS EDUCATION

16. The attention of the United Nations system to the development of human rights education has increased over the past two years, as reflected by the events described in the paragraphs below.

A. International Congress on Education for Human Rights and Democracy of the United Nations Educational, Scientific and Cultural Organization (UNESCO)

17. In March 1993, an International Congress on Education for Human Rights and Democracy was organized by UNESCO in Montreal, Canada. At its conclusion, the Conference adopted a World Plan of Action on Education for Human Rights and Democracy. The Plan of Action seeks to provide the widest possible range of

information on human rights through a variety of means, including, inter alia, education systems, documentation and United Nations machinery. The Plan of Action also promotes the awareness of possibilities for educational action for human rights and democracy.

B. Commission on Human Rights resolution 1993/56

18. In its resolution 1993/56 of 9 March 1993, the Commission on Human Rights called upon States to increase efforts to eradicate illiteracy and ensure full access to comprehensive education. In addition, the Commission designated education as a high priority for States which had not yet joined in efforts to implement human rights education processes in the formal education system. It was recommended that human rights awareness should be translated into educational policies, which should, in turn, reflect the multi-ethnic character of various societies and the special needs of groups such as children, women, indigenous populations, minorities and disabled persons.

19. The Commission on Human Rights recognized the contribution to human rights education, through formal and informal channels, of intergovernmental and non-governmental organizations. It urged such agencies to coordinate their efforts in order to give initiatives greater impact, and to foster financial and technical cooperation in human rights education and literacy programmes.

20. In the same resolution, the Commission on Human Rights recommended that the General Assembly take the appropriate measures to declare a decade for human rights education, following recommendations of the International Congress on Education for Human Rights and Democracy of UNESCO. The Commission also requested the Secretary-General to submit to it, at its fiftieth session, a detailed report on action taken in relation to the declaration of a decade for human rights education.

C. World Conference on Human Rights

21. The World Conference on Human Rights was convened at Vienna in June 1993. The issue of human rights education was a major point of discussion at all stages of the preparatory process as well as during the Conference. The resulting Vienna Declaration and Programme of Action is a clear reflection of the importance attached to human rights education by States and intergovernmental and non-governmental organizations represented at the World Conference. Reference has already been made to the substantive results achieved at Vienna in the introduction to the present report.

22. During the Conference, a number of parallel meetings were held to address human rights education, the first being a meeting of chairpersons and representatives of international human rights bodies (the Human Rights Committee, the Committee on Economic, Social and Cultural Rights, the Committee on the Elimination of Racial Discrimination, the Committee on the Elimination of Discrimination against Women, the Committee against Torture, the Committee on the Rights of the Child, the African Commission on Human and Peoples' Rights, the European Commission on Human Rights, the European Court of Human Rights, the

European Committee for the Prevention of Torture, the Inter-American Commission on Human Rights, the Inter-American Court of Human Rights, and the ILO Committee of Experts on the Application of Conventions and Recommendations represented by the International Labour Office).

23. In its statement to the Vienna Conference, 2/ the meeting of chairpersons suggested that in order for States' programmes to be successful, efforts should be made in rights awareness strategies as well as overall education in human rights and democracy.

24. The meeting also called upon States parties to ensure that human rights training is provided on a systematic and continuing basis to relevant officials, particularly those involved in development cooperation, peace-keeping and election monitoring.

25. On the basis of the interest expressed in human rights education by representatives of the treaty bodies, the secretariat of the World Conference called an informal, ad hoc meeting of those bodies, as well as other appropriate officials, in order to pursue the idea of an international decade for human rights education. The international decade was supported by the participants of the meeting, who stressed the need for more effective cooperation within the United Nations and other intergovernmental organizations.

26. The meeting also suggested new priorities and strategies for human rights education, such as the need to increase legal literacy to a level that would facilitate rights awareness. It was agreed that such training would be particularly important for those countries which lack a strong legal or judicial tradition, or with few trained lawyers.

27. Participants at the ad hoc meeting recommended a long-term, comprehensive evaluation in order to strengthen the integration of human rights into all societies. This evaluation would require the consideration of different political, cultural and social contexts among countries, as well as the need for greater harmonization and cooperation between different programmes.

D. European Conference to Launch the Decade for Human Rights Education

28. On 3 December 1993, at Rome, the Assistant Secretary-General for Human Rights addressed the European Conference to Launch the Decade for Human Rights Education. As this initiative was especially valuable in focusing and coordinating human rights education activities, the Centre for Human Rights plans to inform States outside Europe and to offer the support and assistance of the Centre should they wish to launch a decade for human rights education in their respective regions.

E. United Nations specialized agencies and programmes

29. The Centre for Human Rights contacted a number of United Nations specialized agencies and programmes. Summaries of those replies are set out in the paragraphs below.

1. United Nations Centre for Human Settlements (Habitat)

30. The United Nations Centre for Human Settlements indicated that it had only recently become more directly involved with human rights issues, specifically in regard to the right to adequate housing, in cooperation with the Centre for Human Rights.

31. Habitat is implementing programmes in areas concerning community participation and development, gender issues and training activities, which are seen as an essential component of the organization's work.

2. United Nations Development Programme

32. The United Nations Development Programme (UNDP) in its response noted that the agency is presently concentrating its efforts in the area of development, democracy and human rights, by focusing on issues of governance and the right to development. UNDP is currently examining the impact of its development activities on the enjoyment of all human rights and is integrating education on human rights into its staff training programmes.

33. UNDP has sent a request to each of its field offices soliciting country-specific recommendations for enhancing human rights education, and has noted that its efforts for the decade for human rights education will be concentrated on strengthening the capacity of civil society institutions.

3. United Nations Children's Fund

34. The United Nations Children's Fund (UNICEF) indicated that its work in human rights education includes a comprehensive training programme on the Convention on the Rights of the Child, advocacy campaigns, distribution of information on children's rights, production of educational materials for schools, and projects on education for peace and conflict resolution. Human rights education activities are carried out by UNICEF field offices in developing countries and by the National Committee for UNICEF industrialized countries.

35. A specific component of UNICEF's human rights work is education for development, an approach to learning based on five concepts through which global issues such as violence, poverty, hunger, prejudice and environmental degradation may be viewed. These concepts are: interdependence; images and perceptions; social justice; conflict and conflict resolution; and change and the future. This approach promotes the development of cooperative skills and a

global perspective and encourages children and young people to explore human rights issues in a positive and empowering way.

4. United Nations Volunteers

36. The United Nations Volunteers (UNV) indicated that it is actively working in less developed countries towards securing the right to education, which is necessary in order to obtain other basic rights such as the right to food, shelter and clothing and the right to work.

37. UNV is most directly involved in human rights through its efforts in [illegible]ocratic institution-building. A possible contribution of UNV to the decade [illegible]d be to bring human rights volunteers/advocates together within communities.

5. United Nations Research Institute for Social Development

38. In its response, the United Nations Research Institute for Social Development indicated its willingness to provide research results on social development, in the form of publications and conference papers, to the Centre for Human Rights.

6. Economic Commission for Africa

39. The Economic Commission for Africa noted that it could cooperate with the Centre for Human Rights in the following areas:

(a) Instituting measures and policies aimed at increasing the efficacy of formal, informal and non-formal human rights education;

(b) Assisting African Governments in the drafting of appropriate legislation, establishing national human rights education infrastructures and training personnel from relevant sectors of society, including law enforcement officers;

(c) Developing guidelines for curricula on human rights education at the formal, informal and non-formal levels.

7. United Nations Interregional Crime and Justice Research Institute

40. In its response, the United Nations Interregional Crime and Justice Research Institute (UNICRI) pointed out that, under the terms of its statute, UNICRI must pay due regard to, inter alia, the protection of human rights in the carrying out of its activities, which include the training of criminal justice personnel. In doing so, the Institute has collaborated closely with the Centre for Human Rights in the past.

41. UNICRI training activities for criminal justice personnel make wide reference to the various United Nations standards and norms in the area of crime prevention and the administration of justice, while providing information on the international human rights instruments in which the more specific standards and norms find their origins. Since respect for human rights is of particular relevance to the administration of justice, UNICRI has an important role to play within the programme for the Decade.

8. International Labour Organization

42. The International Labour Organization (ILO) noted that it carries out extensive human rights education on questions within its mandate, especially in the area of workers' education and on compliance with ILO standards. It considers that the fundamental concept of "labour rights as human rights" should be kept in mind whenever educational activities for human rights touch on these subjects.

43. ILO emphasized that increased attention in the training activities of the system should be devoted to the economic and labour dimensions of human rights. It is often in the economic sphere - access to employment and work, the possibility of making a living or of benefiting from programmes of social welfare - that human rights violations such as discrimination are most cruelly felt.

9. Secretariat for the International Year of the Family

44. The Secretariat for the International Year of the Family pointed out that numerous human rights documents recognize the family as the basic unit of society. The family's welfare, its ability to fulfil basic societal functions and its support by the society and the State are major elements in achieving human rights. Most family issues are, therefore, human rights issues and should play a primary role in human rights education.

45. The United Nations decade for human rights education should highlight and accord adequate attention to the important role that families can and should play in promoting human rights. The design and implementation of appropriate programmes and activities, particularly at the local and national levels, should be an integral part of the efforts for promoting human rights education.

10. United Nations Environment Programme

46. The United Nations Environment Programme (UNEP) noted that the protection and conservation of nature and natural resources is essential for the present and future survival and development of humankind. Further, the concept of sustainable development must become generally known and respected. In this regard, UNEP suggests that a plan of action for the United Nations decade for human rights education should incorporate environmental and developmental rights within the context of sustainable development.

11. World Health Organization

47. The World Health Organization (WHO) recalled that the concept of the right to health as a fundamental human right was enshrined in its constitution, as follows: "The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political beliefs, economic or social condition".

48. With respect to the United Nations decade for human rights education, WHO proposes that, among the rights that should be primarily selected for the purpose of human rights education, specific priority be given to the right to health, understood as encompassing not only the right to health care, but also the right to healthy living conditions, with social, developmental and environmental aspects.

F. Other international organizations

1. International Committee of the Red Cross

49. The International Committee of the Red Cross (ICRC) stressed the importance of disseminating international humanitarian law. As required under article 83 of Additional Protocol I to the Geneva Conventions, during periods of peace as well as during war, States are required to disseminate international humanitarian law.

50. International humanitarian law is also directly disseminated through the work of ICRC, the National Red Cross and Red Crescent Societies, and the International Federation of the Red Cross and the Red Crescent Societies. ICRC provides training and information to armed forces, Governments, academics and the general public.

2. Commonwealth Medical Association

51. The Commonwealth Medical Association (CMA) indicated that it would be pleased to cooperate with the Centre for Human Rights in its training programmes, in relation to the education of health professionals in human rights. CMA emphasized the crucial role that health professionals can play in the protection of human rights.

3. Organisation for Economic Cooperation and Development

52. The Organisation for Economic Cooperation and Development (OECD) noted that increased international cooperation in the field of human rights is essential for the achievement of the purposes of the United Nations.

4. Organization of African Trade Union Unity

53. The Organization of African Trade Union Unity indicated that the fight against illiteracy should be considered a fight for human rights and democracy.

5. Other non-governmental organizations

54. The following non-governmental organizations responded enthusiastically by forwarding recommendations for the proposed Decade of Human Rights Education: Amnesty International; World Federalist Movement; Federazione Italiana Donne Arti Professioni Affari; the People's Decade of Human Rights Education; the Law Association for Asia and the Pacific; International Council of Environmental Law; Fondation Marangopoulos pour les droits de l'homme; International Maritime Organization; International Cooperative Alliance; Action for Children Campaign; Confederation internationale des anciens prisonniers de guerre; jeunesse étudiante catholique internationale; International Movement ATD Fourth World; International Abolitionist Federation; Bureau international catholique de l'enfance; International Alliance of Women; the World Education Fellowship.

55. The numerous recommendations forwarded by the above-mentioned organizations can be reflected under the following concerns:

(a) The need to aim for the widest possible dissemination of knowledge about international human rights and fundamental freedoms;

(b) The need to compile and evaluate information about existing human rights education experiences in all regions of the world;

(c) The need to develop innovative material for use at the primary and secondary school levels, within universities and in professional training, especially for the judiciary, law enforcement officials, the military, and medical and social workers;

(d) The need to emphasize popular education and the informal education sector;

(e) The need to produce visual and sound materials;

(f) The need for the media, in all its forms, to play an important role both in disseminating information and in helping to develop the values of respect for human rights and dignity;

(g) The need to develop databases of human rights information;

(h) The need to promote, organize and facilitate formal, informal and non-formal human rights education in all sectors of society world wide;

(i) The need to view human rights education as a critical social and economic development strategy, as well as a vehicle for peace building and consolidating democracy and civil society;

(j) The need for multilevel operational activities in cooperation with Governments, the United Nations, grass-roots organizations, international and national non-governmental organizations and the academic community;

(k) The need to create a voluntary fund specifically designed for maintaining the human rights education activities of non-governmental organizations;

(l) The need to address the legal aspects of human rights at the regional, national and international levels;

(m) The need to address the environmental and natural resources management aspects of human rights;

(n) The need to educate persons who teach - doctors, nurses, police, etc.;

(o) The need to stress that human rights education is an indispensable tool in the empowerment of peoples.

G. States

56. Several States responded enthusiastically to the proposed decade for human rights education. The following States forwarded recommendations to the Centre: Argentina, Costa Rica, Croatia, Egypt, Germany, Netherlands, Nicaragua, Slovenia, Switzerland and Uganda. The Government of Costa Rica, under cover of a letter of 25 July 1994, submitted particularly detailed comments, including a draft plan of action, which has been taken into consideration in the drafting of the annexed Plan. The contribution of the Government of Costa Rica has been submitted for distribution as an official document of the General Assembly, at the request of the Government.

57. Recommendations for the decade from those States included the following:

(a) The texts of major human rights instruments should be widely translated and published in collections edited by scholars and human rights activists;

(b) Emphasis should be placed on education and literacy programmes as fundamental elements for the success of any awareness campaign for human rights;

(c) Special attention should be given to the methodology of teaching on human rights at the elementary school level;

(d) Seminars on human rights education for security organs, schoolteachers and students should be arranged;

(e) The specific problems of women - especially violence against women and discrimination in the workplace and in public - should be addressed.

IV. THE ROLE OF THE CENTRE FOR HUMAN RIGHTS IN THE PROMOTION OF HUMAN RIGHTS EDUCATION

58. The activities of the Centre in the field of human rights education may be divided into two categories according to the respective target audiences. In the first category, are activities aimed at educating the general, non-specialist public about the rights to which they are entitled and the mechanisms which exist to enforce those rights. Education of this group is primarily by way of publications, briefings, exhibitions, translation of the international human rights instruments into local languages, the development of audiovisual materials and multimedia productions, contacts with non-governmental and community organizations and other external relations activities.

59. The second category of educational and training activities undertaken by the Centre for Human Rights encompasses all projects directed towards particular professional groups. As part of its programme of advisory services and technical assistance, the Centre organizes human rights training courses for judges, lawyers, prosecutors, law-enforcement personnel, prison officials, the military, primary and secondary schoolteachers, trainers, educational inspectors and directors, the media, international civil servants and peace-keepers, non-governmental organizations and governmental officials involved in human rights at the national level. In all training situations, a collegial approach is adopted whereby participants are instructed by persons with practical experience in the relevant field.

60. In order to maximize the effect of its professional training and educational activities, the Centre for Human Rights has begun to publish a series of training manuals and handbooks specifically designed to respond to the particular needs of each professional audience. As such, manuals and handbooks have been completed on human rights and elections, pre-trial detention, national institutions for the promotion and protection of human rights, reporting obligations under the international human rights treaties and human rights for social workers. A manual for law enforcement officers is scheduled for release later this year, and another for lawyers and judges is under preparation.

61. In addition, the Centre has begun work on the elaboration of a manual and model training programme for members of the armed forces. The first version of this programme is currently being piloted through a series of courses to be offered to military officers from a number of countries, and this testing and revision process will continue into 1995. The final manual will integrate both human rights and humanitarian law principles in a framework which takes into account the various duties which the military is called upon to perform, including military activities in international armed conflict, non-international armed conflict, peace-keeping operations, civil policing duties, and the maintenance of order and protection of human rights under states of emergency.

62. As indicated above, the Centre for Human Rights is currently in the process of expanding its training activities with respect to certain target audiences. In accordance with directives contained in the Vienna Declaration and Programme of Action, such groups include international civil servants and personnel involved in peace-keeping operations or the provision of development assistance. In this regard, the Centre, in 1994, provided human rights training to the

United Nations civilian police component of the United Nations Operation in Mozambique (ONUMOZ), and training on human rights and humanitarian law in peace-keeping to a number of Latin American military officers. Earlier activities in this sphere have included information and training activities conducted by the Centre in cooperation with the United Nations Transitional Authority in Cambodia (UNTAC), and with the United Nations Angola Verification Mission (UNAVEM II) in Angola.

63. A more detailed description of some of these activities is provided in the paragraphs that follow.

A. Educational activities under the programme of advisory services and technical assistance in the field of human rights

64. The United Nations programme of advisory services in the field of human rights was established pursuant to General Assembly resolution 926 (X) of 14 December 1955. In that resolution, the Assembly authorized the Secretary-General to make provision, at the request of Governments and with the cooperation of the specialized agencies where appropriate, for assistance in the field of human rights. This programme, administered by the Centre, is one means by which the United Nations seeks to achieve the objectives of the Charter in promoting respect for human rights through various forms of human rights education.

65. The Programme is implemented through training activities and other concrete projects, each of which is aimed at the establishment or strengthening of the rule of law and democratic institutions and national and regional infrastructures. The increasing relevance of this programme in the current global context of heightened State interest in democratic transition and the establishment and strengthening of national human rights infrastructures has underscored its importance as a means of providing human rights education.

66. The programme of advisory services is carried out through the provision of international experts, the organization of seminars, training courses and workshops, the awarding of fellowships and the distribution of grants for the translation and publication of human rights documents. Assistance can also be provided to libraries for human rights books and documentation, and support can be given for the establishment and functioning of national or regional human rights institutes or centres.

67. All programme elements give particular attention to advancing the position of women and minorities, both through inclusion of those issues in the substantive content of the projects and through the encouragement of the participation of women and minorities in the programme itself. Thus, subject headings relating to women and minorities are included in all activities, including training courses, seminars, workshops and publications. Female and minority candidates are encouraged for fellowships, courses, seminars and other activities. Expert panels, in every case, include participation by women.

68. Recently, a careful review of the programme has brought about changes in its implementation procedures. Under the new approach, the Centre, in most cases, responds to a Government's request by conducting a careful assessment of that country's particular human rights assistance needs. Assistance programmes are then designed to address those needs within a comprehensive and coordinated structure. The Centre for Human Rights directly implements projects for which it has a unique or specific competence, drawing on the considerable expertise developed by its staff in those areas, and facilitates the coordination of other programme elements relating to the human rights needs of the country involved.

69. The Centre has developed specialized capacities within the programme of advisory services and technical assistance. The following subjects have evolved as the principal areas of focus for the programme, and, owing to their importance for democratic transition, should represent the continuing focus of the programme's activities: constitutional assistance; electoral assistance; assistance for legislative reform; assistance in the development and strengthening of national institutions; assistance for human rights in the administration of justice, including training for judges, magistrates, lawyers, prosecutors, police and prison officials; training in human rights and humanitarian law for the military; and training of international civil servants and peace-keepers.

70. Other expert areas include: encouragement of ratifications of and assistance in meeting obligations under international human rights treaties; human rights curriculum development and teacher training; support to non-governmental organizations and civil society; human rights information and documentation programmes; fellowships; training in conflict resolution; and needs assessments and evaluations. Each component is described in detail in the report of the Secretary-General to the Commission on Human Rights on advisory services in the field of human rights. 3/

1. Approach of the Centre for Human Rights to professional training for human rights

71. The Centre for Human Rights, through its programme of advisory services and technical assistance, has been involved for many years in the human rights training of judges, lawyers, prosecutors, police officers, prison personnel, military officials, teachers, non-governmental organizations, the mass media and others. A recent review of these activities by the Centre has resulted in a new programme approach. Courses of this type offered by the Centre are now based upon the elements described below:

(a) Collegial presentations

72. In regard to panel presentations, the Centre draws from a list of expert practitioners, rather than professors and theorists, such as lawyers, judges or police officers. In the experience of the Centre, much more can be accomplished through the collegial approach of, for example, police discussing with police, than could be gained by a professor-student model of training.

(b) Capacity-building and the training of trainers

73. National participants in the Centre's courses are selected with the understanding that their responsibilities will continue after completion of the training exercises. They will be charged with conducting their own training or dissemination efforts after returning to their normal duty station. In this way, the impact of such courses is extensive, as the information imparted is disseminated throughout the institutions concerned, with opportunity for a continuing educational process.

(c) Pedagogical techniques

74. Courses developed by the Centre, in each case, include a section designed to introduce a variety of effective techniques used to train adult audiences. In particular, suggestions have been made for the use of creative, interactive teaching methods, which offer the best hope for securing the active, engaged participation of the programme participants. Recent discussions between the staff of the Centre and a number of non-governmental organizations and institutes with extensive training experience have resulted in the identification of the following techniques: working groups, lecture-discussions, case-studies, panel discussions, round-table discussions, brainstorming, simulation and role-playing, field trips, practica, and visual aids.

(d) Audience-specificity

75. In order to be effective, training and education efforts must be directly targeted and appropriately addressed to a particular audience, such as police, health care workers, lawyers, students or others. Accordingly, the content of the Centre's teaching activities focuses more on the standards directly relevant to, for instance, the daily work of police, and less on the history or structure of United Nations machinery.

(e) Practical approach

76. According to the report of a recent parliamentary commission investigating violations at a specific country's police stations, when confronted with evidence of abuses the police said that they lacked understanding about interrogation methods and techniques, that they carried out interrogations by outdated methods and that they did not know how interrogations were carried out in democratic and developed countries. In order to compare their methods and improve them, they wanted to have the chance to do research and make observations on interrogation methods in democratic countries.

77. Such accounts reveal two important areas of focus. First, justifications of any kind for serious human rights violations, such as torture, demonstrate a lack of familiarity with the most fundamental human rights standards in the administration of justice. Secondly, police (and other groups) want to know not just what the rules are, but also how to do their job effectively within these sets of rules. Training efforts which ignore either of these areas will not be credible or effective. Accordingly, the Centre offers practical information on

proven techniques, which have been compiled from the recommendations of experts and from thorough research.

(f) Comprehensive presentation of standards

78. The courses of the Centre are intended to be thorough in their presentation of the relevant international standards. As a result, relevant instruments and simplified learning tools are translated and distributed to participants, both for their use during the course and in the conduct of their own subsequent training activities.

(g) Teaching to sensitize

79. The goals of courses developed by the Centre are not limited to developing standards and practical skills, but also include exercises designed to sensitize trainees to their own potential for human rights abuses. For example, exercises which foster awareness of a trainee's own gender or racial bias can be quite valuable. For example, trainees should be made to understand that the term "degrading treatment", as found in the various international instruments, may imply different activities and thresholds when applied to women, as compared to men, or when applied to one cultural group vis-à-vis another.

(h) Flexibility of design and application

80. In order to be universally applicable, training courses must be designed with flexibility and without imposing a single rigid focus or approach on the trainers. Such courses must be adaptable to the particular cultural, educational, regional and experiential needs and realities of a diverse range of potential audiences within the target group.

(i) Evaluation tools

81. Training courses include pre- and post-training evaluative exercises, such as testing questionnaires, which serve three crucial purposes. Pre-course questionnaires, when properly used, allow a trainer to tailor his or her course to the particular educational needs of the audience. Post-course questionnaires and evaluation sessions will allow trainees to gauge what they have learned, and assist in the continuous modification and improvement of courses offered by the Centre.

82. The purposes of these courses are to familiarize participants with the international standards for human rights in their respective professional fields, to facilitate examination of humane and effective work within a democratic society and to prepare participants to include this information in their own training activities.

83. This approach to professional training for human rights is currently undergoing in-field testing by the Centre in technical cooperation activities in a number of countries, and has been subjected to a series of revisions based upon those experiences.

2. Curriculum development and education for human rights, training of teachers and curriculum developers

84. In recognition of the importance of education for human rights, the Centre for Human Rights has developed, within its programme of advisory services and technical assistance, a range of training and development initiatives for primary, secondary and tertiary education levels. These activities focus on building human rights cultures by encouraging the inclusion of human rights concepts in existing programmes, assisting in the adaptation or modification of curricula where necessary, and providing instruction and assistance to those persons centrally involved in the human rights educational process.

85. There are several different means by which these objectives are pursued. For example, the Centre offers training programmes for both primary and secondary schoolteachers. Courses can also be constructed to accommodate other groups in a position to promote human rights education, such as teacher trainers, directors of schools or of teacher-resource centres, inspectors and teachers within the relevant ministry involved in curriculum development and education.

86. All courses are conducted by international experts experienced in teaching, teacher-training and human rights, demonstrating the Centre's emphasis on practicality and collegiality. Participants are instructed in the concept of human rights and the systems that have been developed to recognize and implement these rights. Training is also provided in appropriate pedagogical techniques for disseminating human rights information to students, as well as in methods for resolving conflicts both within and outside the classroom. Course content is designed to be age-group specific, and to include recommendations based not only on human rights standards, but also on effective techniques for sensitizing children to the importance of mutual tolerance, peaceful resolution of conflicts, fair behaviour and so on.

87. In addition to its training activities, the Centre provides specialized assistance in national curriculum development at the primary, secondary, tertiary and non-formal levels. Such assistance can range from suggestions for including human rights concepts in civic education efforts, to the development of human rights legal education courses in public schools or universities.

88. These endeavours represent relatively recent initiatives in the technical assistance programme, and for this reason the Centre is subjecting all such activities to careful evaluation and follow-up. Two teacher-training courses (for primary and secondary levels) were conducted at Bucharest in December 1992. The Centre developed a similar programme of training in Albania in 1994. The programme has already provided advisory services for curriculum development to Albania, and similar projects are under development in other countries. It is envisaged that the Centre will produce educational resource tools to assist ministries, teachers and non-governmental organizations in developing their own programmes at the national level.

3. Support to non-governmental organizations and civil society

89. National and international non-governmental human rights organizations are key actors in the advisory services and technical assistance programme. Non-governmental organizations aid in the delivery of such assistance, and also benefit as recipients. Thus, to further its goal to strengthen civil society, the Centre has been responding to requests to provide assistance to national non-governmental organizations by soliciting their input, including them as invitees to seminars and training courses and supporting appropriate projects developed by them, including human rights education activities. In these ways, the programme is able to contribute to the development of national non-governmental organizations so that they may effectively assume their crucial role in democratic society. Non-governmental organizations also interact with the programme by offering considerable expertise, often in the form of consultants and documentation at the needs-assessment, project development and implementation phases.

4. Information and documentation projects

90. The programme also provides assistance both in the provision of human rights information and documentation and in the maintenance and implementation of such materials. This includes direct provision of documentation, translated where necessary into local languages, training in human rights information and assistance in computerization of national and regional human rights offices.

91. This programme component is intended to increase the availability of human rights information at each location, to strengthen information-handling capacity at those locations and to facilitate networking among the various national and regional human rights institutions.

92. Encouraging public knowledge of human rights is the central goal of the programme, and the key role of national and regional institutions, non-governmental organizations and civil society in human rights protection is largely recognized. The translation of human rights documents into local languages and the preparation of a range of information materials are common elements of the programme component.

93. Human rights books and documentation, as well as support, can be given for the establishment and functioning of national or regional human rights documentation institutes or centres.

94. Capacity-building activities and, in particular, computerization and training in information management, are an important element of the programme, consistent with Commission on Human Rights resolution 1993/87 of 10 March 1993, in which the Commission invited the Centre to give special attention to strengthening the capacity of national and regional institutions to collect and disseminate information on human rights and establish common practices for cooperation with the United Nations in that area.

5. Field offices

95. The Vienna Declaration and Programme of Action foresees the assignment of human rights officers if and when necessary to regional offices of the United Nations with the purpose of disseminating information and offering training and other technical assistance in the field of human rights upon the request of concerned Member States.

96. As the Organization continues to move towards a policy of committing itself to long-term assistance to countries emerging from crisis or undergoing democratic transition, an increase in long-term human rights technical assistance projects may also be envisaged, as is reflected in the comprehensive country programme approach adopted by the Centre. To meet the ongoing challenges presented by this development, the programme has begun to establish a broader field presence, through, in selected cases, the establishment of national or regional field offices. Such operations are carried out under the direct supervision of the Centre and are responsible for the direct implementation of the technical assistance programme, from identification of needs to the carrying out of project elements, including training and technical assistance, to reporting on projects completed. The programme has established field presences in Cambodia, Guatemala, Romania, Malawi and Burundi, and a number of new offices are scheduled for operation in 1995.

6. Regional human rights educational activities

97. In addition, the programme focuses on the development of human rights infrastructures at the regional level. This is done primarily through the organization of regional workshops and seminars and through support to regional human rights institutions.

(a) Regional human rights workshops and seminars

98. In 1993, for example, the Centre organized, in cooperation with the Government of Indonesia, an Asian and Pacific Workshop on Human Rights Issues, held at Jakarta from 26 to 28 January. The workshop was organized pursuant to Commission on Human Rights resolution 1992/40 of 28 February 1992, as a follow-up to the Asian and Pacific Workshop held at Manila in 1990. It was attended by senior national officials of the region whose work is closely related to human rights issues, as well as by representatives of local and international non-governmental organizations and United Nations bodies and specialized agencies. Among the topics addressed were possibilities for the establishment of regional and subregional human rights structures in the region and the establishment and functioning of national human rights institutions in the Asian and Pacific region.

99. Subsequently, in 1994, the Centre organized, in cooperation with the Government of Korea, a similar workshop held at Seoul from 18 to 20 July.

(b) Support to regional institutions engaged in human rights education

100. The Centre also provides support, through the Voluntary Fund for Technical Cooperation in the Field of Human Rights, for regional human rights institutions involved in educational activities, including direct support to the African Commission on Human and Peoples' Rights, the Arab Institute of Human Rights and the African Centre for Democracy and Human Rights Studies.

101. In particular, the Centre for Human Rights provides support to the African Commission on Human and Peoples' Rights for the strengthening of its Information and Documentation Centre (including the acquisition, reproduction, collection, cataloguing and distribution of human rights documents); for the organization of human rights seminars and training courses; and for the strengthening of the Commission both in terms of staffing and organizational structures necessary for the fulfilment of its mandate.

102. Additionally, the Centre supports the Arab Institute of Human Rights at Tunis. As has been the case since the creation of the Institute in 1989, the Centre provides support for the strengthening of the human rights documentation centre of the Institute, for its programme of distribution of documents and for the conduct of seminars and training courses in human rights. The Centre for Human Rights, as a member of the Executive Board of the Institute, attends its annual session, and close contact is maintained between the two bodies.

103. The particular activities funded by the Centre include the acquisition of human rights documentation, creation of databases, press reviews, publications such as the Institute's Information Bulletin, the Arab Review of Human Rights and the Study Series on Human Rights, comparative legal studies, the organization of a Euro-Arab Seminar on Immigrants and the organization of human rights training courses.

104. Since its establishment in 1989, the Institute has become an important centre for human rights information in the Arab region and has acquired a number of international partners. In order to realize the Institute's potential in becoming a full-fledged centre for documentation and training, the Centre continues to assist the Institute as its largest donor.

105. The Centre for Human Rights is also a member of the Governing Council of the African Centre for Democracy and Human Rights Studies (Banjul) and has supported that organization since its inception in 1989. The Centre for Human Rights provides financial assistance to the African Centre to support its human rights research, education and training activities. In particular, grants are provided to the African Centre for activities focusing on the subjects of international human rights procedures and on human rights training for selected audiences.

7. United Nations human rights fellowship programme

106. The General Assembly, in its resolution 926 (X) made direct provision for the Human Rights fellowship programme, which is administered by the Centre for Human Rights. Under the terms of that resolution, assistance provided by the

Secretary-General shall be rendered in agreement with Governments on the basis of their requests. Conducted for the past 40 years, this programme is one of the Organization's longest-standing initiatives for targeted human rights education.

107. Every year the Secretary-General sends out invitations to Member States to submit nominations for potential fellowships. Governments are reminded that nominees should be directly involved in functions affecting human rights, particularly in the administration of justice. The Secretary-General also draws their attention to concerns expressed by the General Assembly, in many of its resolutions, with respect to the rights of women, and encourages the nomination of women candidates.

108. At its forty-ninth session, the Commission on Human Rights, in its resolution 1993/87, noted, inter alia, the importance of the fellowship programme as a form of practical assistance to States with a view to reinforcing their existing infrastructures to meet international human rights standards. The training of government officials - mainly those with responsibilities relating to the administration of justice and the implementation of international conventions on human rights, in particular the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights - is the programme's central purpose.

8. United Nations human rights internship programme

109. In the course of each year, the Centre offers more than 100 internships to graduate students to enable them to gain first-hand knowledge of United Nations actions and procedures in the field of human rights through active participation in the work of the Centre. Each intern performs under the direct supervision of staff members of the Centre. The programme has, over the years, proved to be beneficial both to the interns themselves and to the Centre. The programme provides practical experience for students engaged in advanced university studies in law, political science, social work, international relations, government and other relevant fields.

110. To complement the practical aspects of these internships, and to enhance the educational quality of the internship programme, the Centre organizes annually, in cooperation with the Human Rights Programme of the State University of New York at Buffalo, a series of information briefings during the months of June and July. These briefings address various subjects of international law and international organizations, mainly in the field of human rights.

B. World Public Information Campaign for Human Rights

111. Human rights education activities are also carried out by the Centre under the World Public Information Campaign for Human Rights. The Campaign was launched by the General Assembly in its resolution 43/128 of 8 December 1988, on the occasion of the fortieth anniversary of the adoption of the Universal Declaration of Human Rights. The objectives of the Campaign are to increase understanding and awareness of human rights and fundamental freedoms and to

educate the public on the international human rights machinery and the efforts of the United Nations to promote and protect human rights.

112. The Centre's human rights publications programme is a central element of the Campaign. Under this programme, the Centre has published a continuing series of human rights fact sheets, an occasional Bulletin of Human Rights, a periodic Human Rights Newsletter, a six-volume Human Rights Study Series, 16 detailed ad hoc human rights publications, a guide on the teaching of human rights, and human rights training manuals and handbooks on social work, free and fair elections pre-trial detention, and human rights reporting under international treaties.

113. In addition, the Centre has produced some human rights reference materials for the general public, including United Nations Action in the Field of Human Rights (every five years); Human Rights: A Compilation of International Instruments (two volumes); International Human Rights Instruments: Chart of Ratifications (twice a year); Human Rights: Status of International Instruments (occasionally); the Yearbook on Human Rights (annually); the Official Records of the Human Rights Committee (periodically); Selected Decisions of the Human Rights Committee (two volumes); a Human Rights Bibliography (together with the Dag Hammarskjöld library); and a United Nations Reference Guide in the Field of Human Rights (complementary to the Bibliography). A full listing and description of each of the publications referred to in this section is available in the report of the Secretary-General on the development of public information activities in the field of human rights, including the World Public Information Campaign for Human Rights. 4/

V. CONCLUSIONS: DEVELOPING A PLAN OF ACTION FOR THE UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION

114. The information contained in this report, including the annexed proposed framework for a plan of action, is intended to assist the Economic and Social Council and the General Assembly in the formulation of an effective plan of action for a United Nations decade for human rights education. The brief description of the relevant existing capacities for and approaches to human rights education, particularly with regard to the programme of advisory services and technical assistance of the Centre for Human Rights and the World Public Information Campaign for Human Rights, is intended further to guide that process. The responses to the international surveys conducted by the Centre, from bodies such as United Nations agencies, non-governmental and professional organizations and Governments, have also been incorporated. Finally, the guidelines for international decades, contained in the annex to Economic and Social Council resolution 1988/63 of 27 July 1988, have been fully taken into account.

Notes

1/ Report of the World Conference on Human Rights, Vienna, 14-25 June 1993 (A/CONF.157/24 (Part I)), chap. III.

2/ A/CONF.157/TBB/4 and Add.1.

3/ E/CN.4/1994/78 and Corr.1 and Add.1 and 2 and Add.2/Corr.1 and Add.3 and Add.3/Corr.1.

4/ E/CN.4/1994/36 and Add.1.

ANNEX

Draft Plan of Action for the United Nations Decade for Human Rights Education, 1995-2005

Human rights education - lessons for life

I. NORMATIVE BASIS AND DEFINITION

1. The United Nations Decade for Human Rights Education shall be based upon the provisions of the international human rights instruments, with particular reference to those provisions addressing human rights education, including article 26 of the Universal Declaration of Human Rights, article 13 of the International Covenant on Economic, Social and Cultural Rights, article 29 of the Convention on the Rights of the Child, article 10 of the Convention on the Elimination of All Forms of Discrimination against Women, article 7 of the Convention on the Elimination of All Forms of Racial Discrimination, paragraphs 33 and 34 of the Vienna Declaration and paragraphs 78 to 82 of its Programme of Action.

2. In accordance with those provisions, and for the purposes of the Decade, human rights education shall be defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes and which are directed to:

(a) The strengthening of respect for human rights and fundamental freedoms;

(b) The full development of the human personality and the sense of its dignity;

(c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;

(d) The enabling of all persons to participate effectively in a free society;

(e) The furtherance of the activities of the United Nations for the maintenance of peace.

II. GENERAL GUIDING PRINCIPLES

3. The United Nations Decade for Human Rights Education shall be guided by the definition and normative basis set out in part I of this Plan of Action and shall further be directed to creating the broadest possible awareness and understanding of all of the norms, concepts and values enshrined in the Universal Declaration of Human Rights, the International Covenant on Civil and

Political Rights, the International Covenant on Economic, Social and Cultural Rights and in other relevant international human rights instruments.

4. A comprehensive approach to education for human rights, including civil, cultural, economic, political, and social rights and recognizing the indivisibility and interdependence of all rights, as defined by the United Nations, shall be adopted for all activities under the Decade.

5. Education for the purpose of the Decade shall be conceived to include the equal participation of women and men of all age groups and all sectors of society both in formal learning through schools and vocational and professional training, as well as in non-formal learning through institutions of civil society, the family and the mass media.

6. In order to enhance their effectiveness, human rights education efforts for the Decade shall be shaped in such a way as to be relevant to the daily lives of learners, and shall seek to engage learners in a dialogue about the ways and means of transforming human rights from the expression of abstract norms to the reality of their social, economic, cultural and political conditions.

7. In recognition of the interdependence and mutually reinforcing nature of democracy, development and human rights, human rights education under the Decade shall seek to further effective democratic participation in the political, economic, social and cultural spheres, and shall be utilized as a means of promoting economic and social progress and people-centred sustainable development.

8. Human rights education under the Decade shall combat and be free of gender bias, racial and other stereotypes.

9. Human rights education under the Decade shall seek both to impart skills and knowledge on learners and to affect positively their attitudes and behaviour, consistent with all other principles set forth in this plan of action and in the international human rights instruments upon which it is based.

III. OBJECTIVES

10. The objectives of the Decade shall include:

(a) The assessment of needs and the formulation of effective strategies for the furtherance of human rights education at all school levels, in vocational training and formal as well as non-formal learning;

(b) The building and strengthening of programmes and capacities for human rights education at the international, regional, national and local levels;

(c) The coordinated development of human rights education materials;

(d) The strengthening of the role and capacity of the mass media in the furtherance of human rights education;

(e) The global dissemination of the Universal Declaration of Human Rights in the maximum possible number of languages and in other forms appropriate for various levels of literacy and for the disabled.

IV. PRINCIPAL ACTORS

11. Governments should play an active role in the implementation of the programme of the Decade through the development of national plans of action for human rights education, the introduction or strengthening of national human rights curricula in their formal educational systems, the conducting of national information campaigns on human rights and the opening of public access to human rights resource, information and training centres, as well as through enhanced donor support for relevant voluntary funds and international and national human rights education programmes.

12. National human rights institutions, such as human rights commissions, offices of the ombudsman, and human rights research and training institutes should play a central role in the development, coordination and implementation of human rights education programmes at the national level.

13. The active engagement of national non-governmental organizations, grass-roots organizations, professional associations and interested individuals shall be encouraged to assist in the realization of the goals of the Decade. To this end, national organizations should be given the full support of international programmes, Governments and others to assist them in their human rights educational activities, both through technical assistance and training and through financial support to aid them in strengthening their role in civil society.

14. The United Nations High Commissioner for Human Rights is the highest official of the United Nations dealing with human rights matters. He is specifically responsible for coordinating relevant United Nations education and public information programmes in the field of human rights, in keeping with General Assembly resolution 48/141.

15. The United Nations High Commissioner for Human Rights and the Centre for Human Rights are a unity whereby the High Commissioner sets the policy direction and the priority of action and the Centre implements those policies. In this connection, the Centre for Human Rights, in consultation with UNESCO, shall continue to provide to Governments, on request, human rights education, training, information, fellowships and advisory services programmes. The Centre should continue its emphasis, in this regard, on the training of teachers, police, prison officials, lawyers, judges, government officials, the media, the military, non-governmental organizations, electoral officials and the general public. The Centre should continue to provide, as well, human rights training to international civil servants, development officers and peace-keepers.

16. United Nations human rights treaty monitoring bodies, the Commission on Human Rights, the Subcommission on Prevention of Discrimination and Protection of Minorities and all other United Nations human rights bodies and programmes shall, in the course of their mandated functions during the Decade, encourage

the furtherance of human rights education, including through appropriate recommendations to States, to the High Commissioner for Human Rights and to others involved in human rights education.

17. UNESCO, by reason of its long experience in education, educational methodology and human rights and through its network of UNESCO schools, clubs, human rights chairs and national commissions, shall play a central role in the design, implementation and evaluation of projects under this plan of action. Accordingly, UNESCO will be called upon to cooperate closely with the High Commissioner and the Centre for Human Rights in the implementation of this plan of action.

18. Similarly, other United Nations specialized agencies, units of the Secretariat and programmes involved in human rights educational activities, including UNICEF, ILO, the Office of the United Nations High Commissioner for Refugees (UNHCR), UNDP, United Nations Volunteers, the United Nations Environment Programme (UNEP), Habitat, the Centre for Social Development and Humanitarian Affairs, United Nations University and various United Nations institutes engaged in research and training, shall be encouraged to work with the High Commissioner for Human Rights in order that existing capacities for human rights education may be fully coordinated and mobilized towards the objectives of the Decade.

19. Other international organizations, including intergovernmental and non-governmental organizations active in the field of human rights, shall be encouraged to continue and enhance their activities in the area of human rights education and to avail themselves of the coordination of the High Commissioner for Human Rights for the purposes of the Decade.

V. TARGET GROUPS

20. Activities carried out under the Decade shall be designed to bring the objectives of the Decade to as wide an audience as possible, through both formal and non-formal education, and, to this end, should encourage an approach which is designed to build permanent capacity, including through the training of trainers.

21. The general public shall be the subject of far-reaching human rights information efforts designed to inform them of their rights and responsibilities under the international human rights instruments.

22. Human rights education initiatives taken under the Decade shall include the use of audiovisual and multi-media materials, with a view to the effective delivery of human rights education to people at all levels of literacy and education, and to persons with disabilities.

23. Special emphasis shall be given in human rights education activities under the Decade to the human rights of women, children, the aged, minorities, refugees, indigenous peoples, persons in extreme poverty, persons with HIV infection or AIDS and other vulnerable groups.

24. Special attention shall be given to the training of police, prison officials, lawyers, judges, teachers and curriculum developers, the armed forces, international civil servants, development officers and peace-keepers, non-governmental organizations, the media, government officials, parliamentarians, and other groups which are in a particular position to effect the realization of human rights.

25. Schools, universities, professional and vocational training programmes and institutions should be encouraged and assisted in developing human rights curricula and corresponding teaching and resource materials, with the help of Governments and international donors and programmes, for incorporation into formal education at the early childhood, primary, secondary, post-secondary and adult education levels.

26. Appropriate institutions of civil society, including non-governmental organizations, workers' and employers' organizations, labour unions, the mass media, religious organizations, community organizations, the family, independent information, resource and training centres and others, for the purpose of incorporating human rights education into non-formal programmes, should be encouraged and assisted in developing and delivering such non-formal programmes, with the help of Governments and international donors and programmes.

VI. STRUCTURE FOR COORDINATION AND IMPLEMENTATION

27. The United Nations High Commissioner for Human Rights, with the assistance of the Centre for Human Rights, will promote and coordinate the implementation of the present Plan of Action. He shall consult with the United Nations human rights treaty-monitoring and Charter-based human rights bodies regarding the Plan of Action and consider ways of supporting any recommendations made by those bodies in the area of human rights education. He will also consult closely with Governments, regional organizations, national institutions, specialized agencies, non-governmental organizations and grass-roots and professional associations, and will prepare an annual report on the progress made at all levels based on information supplied by those sources.

28. In recognition of the fact that action at the national and local levels is crucial to the effective promotion of human rights education, as is an effective international coordination structure, this Plan of Action envisages that:

(a) National focal points for human rights education should be designated in each State. Such focal points may consist of specially constituted committees including representatives of relevant government agencies, non-governmental organizations, the private sector and educators; or, alternatively, existing appropriate structures or organizations, such as ombudsman offices, national human rights commissions, or national human rights training and research institutes may be designated to perform this function;

(b) Each national focal point should be charged with identifying national human rights education needs, developing a national plan of action, raising funds, coordinating with regional and international bodies involved in implementing the objectives of the Decade and reporting to the High Commissioner

for Human Rights on needs, proposals and progress made towards the realization of the goals of the Decade;

(c) Each national focal point shall, as well, serve as a conduit for the channelling of international and regional input, information and support to the local and grass-roots level in their respective countries;

(d) Each State shall be encouraged to establish a national human rights resource and training centre capable of engaging in research, training of trainers, preparation, collection, translation and dissemination of human rights materials, and organization of conferences, workshops and courses, or, where such centres already exist, to work towards their strengthening;

(e) International programmes and activities, including those of the United Nations and other international agencies, donor Governments, intergovernmental organizations and non-governmental organizations should provide stimulus and support to national and local efforts in advancing the objectives of the Decade.

VII. PROGRAMME OF IMPLEMENTATION

29. The particular objectives of the Decade, the programme of implementation for the realization of those objectives and the means for follow-up and assessment of each programme element shall be as described below.

A. Component one: assessing needs and formulating strategies

Objective

30. The objective of component one is to assess needs and formulate effective strategies for the furtherance of human rights education at the international, regional, national and local levels.

Programme elements

31. The High Commissioner for Human Rights, with the assistance of the Centre for Human Rights and in cooperation with UNESCO, shall conduct, in 1995, a preliminary survey and evaluation of existing human rights education programmes and initiatives at the international, regional and national levels, and shall issue a report of the results of that survey and evaluation.

32. The preliminary report shall take into account all available information on existing programmes and initiatives, shall identify shortcomings and needs for the realization of the goals of the Decade and shall make recommendations for action to effectively address those needs during the Decade.

33. For purposes of the High Commissioner's preliminary report, all participating national focal points, international and regional organizations, non-governmental organizations, specialized agencies and programmes, and interested others, shall be requested to provide relevant information to the High Commissioner, based upon their own independent assessments and activities.

National focal points, in particular, shall be requested to conduct detailed assessments in their own countries and to report thereon to the High Commissioner.

34. The survey and evaluation and the resulting preliminary report shall seek to identify with particularity, at the international, regional and national levels, inter alia, the number and types of human rights educational materials available, existing human rights educational institutes, centres and permanent focal points, national percentages of teachers trained in human rights education, the percentage of schools having adopted human rights curricula at the primary, secondary and post-secondary levels, and number and types of human rights education components in professional training and non-formal education programmes.

35. The preliminary report shall identify, as well, the needs and requirements of Member States, non-governmental organizations and other implementing partners for the enhancement of existing human rights education programmes and for the creation of new programmes in order to contribute to the objectives of the Decade, and shall make recommendations to those ends.

36. The report should also explore other aspects of the socialization process, outside of traditional education, with a view to expanding human rights education in new directions so that human rights values may become more effectively integrated throughout society.

37. Annexed to the report should be a roster of national focal points, international and regional organizations cooperating in the Decade, existing human rights research and training institutes and centres, and other Decade partners. Information should be provided as well on agencies, organizations, foundations and institutions providing financial and technical assistance to national governmental and non-governmental educational institutions and organizations engaged in human rights education.

Assessment and follow-up

38. Following the publication of the preliminary report of the High Commissioner, the High Commissioner and the Centre for Human Rights shall convene an international planning conference on the Decade, with the participation of UNESCO, other United Nations agencies and human rights bodies participating in the Decade, representatives of involved regional and international organizations, non-governmental organizations, donor Governments, educators and other experts from all parts of the world.

39. The conference will review the preliminary report of the High Commissioner, and develop detailed plans for the implementation of its recommendations and for the allocation of responsibilities to that end. Such plans will include timetables, designation of local, national, regional and international implementing agencies, budgets and implementation and funding strategies.

40. The High Commissioner will use the meeting as an opportunity to appeal to donors to support the funding of the various programmes resulting from the preliminary report and the conference.

41. The conclusions of the meeting will be contained in a report, which will be complementary to the preliminary report of the High Commissioner and which will be made available together with the preliminary report to all organizations, Governments and national focal points participating in the Decade.

42. Upon receipt of the complementary reports, all national focal points will be requested to develop a five-year detailed national implementation plan for human rights education including target groups, methodologies, timetables, budgets and funding strategies, covering efforts to meet the objectives of the Decade up to the mid-term evaluation period in the year 2000.

B. Component two: strengthening international programmes and capacities

Objective

43. The objective of component two is to build and strengthen programmes and capacities for human rights education at the international level.

Programme elements

44. Under the overall policy guidance of the High Commissioner for Human Rights, the Centre for Human Rights will continue and enhance its activities relating to programme development in the field of targeted human rights education, including the production of handbooks and training manuals on human rights for selected audiences. The Centre will ensure the broad distribution of its manuals and handbooks on human rights and social work, human rights and elections, human rights and pre-trial detention, and human rights reporting, and will produce further manuals and handbooks on human rights and national institutions, human rights and police, human rights and prisons, human rights and the administration of justice, human rights and the armed forces, human rights and constitutions, human rights and conflict resolution, human rights and teachers, human rights and the media, and human rights and parliament.

45. The Centre for Human Rights will continue and enhance its technical cooperation activities relating to human rights education, both for the general public and for specialized audiences, under the programme of advisory services and technical assistance in the field of human rights.

46. The Centre for Human Rights, in cooperation with UNESCO, will develop model human rights curricula, pedagogical techniques and teaching materials for primary and secondary schools. The Centre for Human Rights, under its programme of advisory services and technical assistance in the field of human rights, will utilize these materials in its provision of technical assistance to requesting States.

47. Each specialized agency will be requested to enhance its efforts in the area of human rights education and to appoint a human rights education liaison officer to work with the High Commissioner and the Centre for Human Rights in the development of joint educational activities relating to human rights in the areas of competence of each agency. Each agency will provide information to the

High Commissioner on programmes undertaken and materials produced in the field of human rights education for the High Commissioner's preliminary, mid-term and final reports.

48. The Centre for Human Rights will promote the organization of international workshops to identify concepts, materials and methods for human rights education on priority human rights themes.

49. Consistent with the directives of the World Conference on Human Rights, in its Vienna Declaration and Programme of Action, the Centre for Human Rights will continue and enhance its activities aimed at assisting peace-keepers, international civil servants, and development officers in integrating human rights standards, concepts and methods into the planning and implementation of their work. To this end, the Centre should develop specific training programmes for each of these groups, and should cooperate with the relevant agencies and departments of the United Nations in incorporating such programmes into their activities.

50. The Centre for Human Rights, as well as relevant specialized agencies and international programmes, will explore possibilities for the development and use of advanced technologies, including telecommunications networks, electronic mail databases and data exchange to facilitate networking among international programmes, national focal points, educators and resource and training centres involved in the Decade.

51. The Secretary-General shall be requested to establish a United Nations Voluntary Fund for Human Rights Education, to be administered by the Centre for Human Rights through the programme of advisory services and technical assistance. The Fund shall be used to support activities under the Decade, including support for building human rights education capacities in governmental institutions and non-governmental organizations at the national level.

Assessment and follow-up

52. The High Commissioner will report on progress and developments in all of these programme elements in his preliminary, mid-term and final reports. He will, as well, make recommendations for advancing the objectives of these elements in each such report. Each international actor implicated in these programme elements will accordingly be called upon to provide updated and detailed information to the High Commissioner.

C. Component three: strengthening regional programmes and capacities

Objective

53. The objective of component three is to build and strengthen programmes and capacities for human rights education at the regional level.

Programme elements

54. All regional and subregional human rights organizations will be requested to enhance their efforts in the area of human rights education and will be further requested to appoint a human rights education liaison officer to work with the High Commissioner and the Centre for Human Rights in the development of joint educational activities relating to human rights in the respective regions of each organization. Liaison officers will, as well, be requested to report to the High Commissioner, on behalf of each organization, on programmes undertaken and materials produced in the field of human rights education, for purposes of the High Commissioner's preliminary, mid-term and final reports.

55. In regions or subregions where such organizations do not yet exist, the High Commissioner, with the assistance of the Centre for Human Rights, will encourage the establishment of such organizations through the convening of workshops and through the provision of technical assistance, where appropriate.

Assessment and follow-up

56. The High Commissioner will report on progress and developments in all of these programme elements in his preliminary, mid-term and final reports. He will, as well, make recommendations for advancing the objectives of these elements in each such report. Each regional organization participating in these programme elements will accordingly be called upon to provide updated and detailed information to the High Commissioner.

D. Component four: strengthening national programmes and capacities

Objective

57. The objective of component four is to build and strengthen programmes and capacities for human rights education at the national level.

Programme elements

58. Every State will be requested to draw up a national plan of action for human rights education, reflecting the principles and objectives of this international plan, and which may form an integral part of a comprehensive national plan of action for human rights. Such national plans of action for human rights education should be completed during 1995, in consultation with all relevant national and local actors and groups, and should be transmitted to the High Commissioner for Human Rights for purposes of effective coordination and cooperation in their implementation. Each national plan should contain specific objectives, strategies and programmes for the enhancement of human rights education in pre-schools, primary and secondary schools, higher education, professional schools, the training of public officials and in non-formal learning, including general public information. National focal points should periodically review the implementation of the frameworks and revise them as necessary.

59. As described in paragraph 28 above, every State will be requested to designate a national focal point for human rights education, which shall assist in the identification of needs, the development of a national plan of action, fund-raising, international and local liaison and coordination with the High Commissioner for Human Rights.

60. Every State will be encouraged to establish a national public access human rights resource and training centre, or, where such centres already exist, to take concrete steps to strengthen their capacity to support human rights education at the national and local levels. International and regional programmes and organizations should assist in the establishment and strengthening of such centres, including through the provision of financial and technical assistance. States should provide to the High Commissioner, for purposes of his preliminary, mid-term and final reports, all available information on the existence, operation, functions and resources of such centres.

61. National human rights resource and training centres, in cooperation with national focal points, should engage, inter alia, in the following tasks:

(a) Research on human rights and human rights education;

(b) Translation and culturally appropriate adaptation of training materials;

(c) Outreach to professional groups and community workers;

(d) Gender-sensitive training of trainers;

(e) Organization of internship programmes for students and teachers interested in developing projects in human rights education;

(f) Organization of special cultural events for art, music and theatre performances, and the production of journals, popular books and audiovisual materials on human rights;

(g) Maintenance of a roster of national experts and institutions in human rights education;

(h) Assistance in the implementation of internationally sponsored technical cooperation projects for human rights education;

(i) Establishment of a human rights extension service for making consultations, publications and teaching materials available to individuals and groups requesting assistance in matters relating to human rights education. Assistance in the development of guidelines and materials for these extension services should be provided to the national resource and training centres by competent international programmes and organizations on request.

Assessment and follow-up

62. The High Commissioner will report on progress and developments in all of these programme elements in his preliminary, mid-term and final reports. He will, as well, make recommendations for advancing the objectives of these elements in each such report. Each national focal point participating in these programme elements will accordingly be called upon to provide updated and detailed information to the High Commissioner.

63. The reports of the High Commissioner will be made available to all national focal points in order that they may take into account his recommendations, and so that they may make use of other information contained in those reports, for purposes of programme development, identification of sources of funding and technical assistance, and liaison with other actors in the Decade.

E. Component five: strengthening local programmes and capacities

Objective

64. The objective of component five is to build and strengthen programmes and capacities for human rights education at the local level.

Programme elements

65. National focal points will be encouraged, in the interest of building local and community-based capacities for human rights education, to include all local and community-based organizations in the national roster described in component four above, and to direct their efforts and resources, including support received from international sources, to enabling such local and community-based organizations to deliver effective human rights education to their constituencies.

66. With the support of national focal points and national resource and training centres, local and community-based organizations should be prepared to deliver popular human rights education, through vocational and adult education, literacy training, local non-governmental organizations, family outreach and religious education.

67. To these ends, national focal points should be charged with organizing regular consultations and annual meetings with local groups and representatives, and with soliciting their active input for purposes of national evaluations, plans of action, projects and reports to the High Commissioner.

68. Local and community-based groups should, as well, be fully involved in the implementation of national projects for human rights education, with a view to delivering the benefits of the Decade to all levels and sectors of society.

Assessment and follow-up

69. The High Commissioner will report on challenges, progress and developments in the delivery of human rights education to the local level in his preliminary, mid-term and final reports. He will, as well, make recommendations for advancing these efforts in each such report. Each national focal point participating in these programme elements will accordingly be called upon to provide updated and detailed information to the High Commissioner on the number and types of local and community-based groups cooperating with each national focal point and the kind of support delivered to the local level, as well as challenges and difficulties encountered.

F. Component six: coordinated development of materials for human rights education

Objective

70. The objective of component six is to ensure the coordinated development of effective human rights education materials.

Programme elements

71. The High Commissioner for Human Rights and the Centre for Human Rights shall develop and publish, in cooperation with UNESCO and all other actors in the Decade, a current and periodically updated listing of available human rights educational materials, including manuals, handbooks, curricula, audiovisual tools and other such materials, concurrent with his preliminary, mid-term and final reports. The listing shall contain, as well, information on how such materials may be obtained by interested organizations and individuals. The listing should be made available on an electronic database as soon as possible. The educational material collected in connection with the listing should be maintained at the Centre for Human Rights and made available upon request to interested parties.

72. UNESCO and other international and regional organizations and agencies will be requested to enhance their activities directed at the development of such materials, with priority attention to be directed to any lacunae revealed in the compilation of the High Commissioner's listing and to the strengthening of existing materials where necessary.

73. Educational materials developed at the international and regional levels should benefit from the review and input of national focal points and national resource and training centres and should be made available to national and local programmes for translation, cultural adaptation, testing and revision, with the financial and technical assistance of international and regional programmes.

74. Every national resource and training centre should be provided with a full set of such materials for use in the development of national and local programmes, and national focal points, in their reports to the High Commissioner, should identify national needs in this regard. National focal points will, in turn, be responsible for making such materials available to

local and community-based groups, national professional training programmes, national non-governmental organizations and other national actors in the Decade.

75. In the development of new materials for specialized audiences, the following considerations should be taken into account, in addition to the normative basis, definition, guiding principles, objectives and target groups described in parts I to V of the present Plan of Action:

(a) Collegial presentations. Where possible, effective training efforts should draw from a list of experts which is practical in orientation. Rather than assembling panels composed entirely of professors and theorists, consideration should be given to preparing practitioners in the relevant field to deliver human rights education, be they lawyers, judges or police officers. Much more can be accomplished through the collegial approach of, for example, police discussing with police, than could be gained by a professor-student model of training;

(b) Training the trainers and capacity-building. Participants in targeted human rights courses should be selected with the understanding that their responsibilities will continue after completion of the training exercises. They should be charged with conducting their own training or dissemination efforts after returning to their normal duty station. In this way, the impact of such courses is multiplied severalfold, as the information imparted is disseminated throughout the institutions concerned;

(c) Pedagogical techniques. Courses developed under the Decade, in each case, should include a section designed to introduce a variety of effective techniques for the training of specific audiences. In particular, suggestions should be made for the use of creative, interactive teaching methods, which offer the best hope for securing the active, engaged participation of the programme participants. Such techniques may include the use of working groups, lecture-discussions, case studies, panel discussions, round-table discussions, brainstorming sessions, simulation and role-playing, field trips, practica and the use of audio and visual aids, as culturally appropriate to the specific audience;

(d) Audience specificity. The mere recitation of vague principles of general applicability offers little hope of affecting the actual behaviour of a given audience. To be effective, indeed, at all worthwhile, training and education efforts must be directly targeted and appropriately addressed to a particular audience, be they police, health care workers, lawyers, students or others. Accordingly, the content of the Decade's teaching activities should focus more on the standards directly relevant to the daily work of or role in the community of the audience and less on distant theoretical notions;

(e) Practical approach. According to the report of a recent parliamentary commission investigating violations at one country's police stations, when confronted with evidence of abuses the police said that they lacked understanding about interrogation methods and techniques, that they carried out interrogations by outdated methods and that they did not know how interrogations were carried out in democratic and developed countries. In order to compare their methods and improve them, they wanted to have the chance to do research

and make observations on interrogation methods in democratic countries. Such accounts reveal two important areas of focus, extendable by analogy to audiences other than police trainees. First, offering justifications of any kind for serious violations such as torture demonstrates a lack of familiarity with the most fundamental of standards for human rights. There are no legitimate justifications for such activities. Secondly, police (and other groups) in the real world want to know not just what the rules are, but also how to do their job effectively within the confines of those rules. Training efforts which ignore either of these areas will likely be neither credible nor effective. Accordingly, educational efforts under the Decade should include practical information on proven techniques for the performance of the target audience's duties, as derived from the recommendations of experts and literature on the current best practice for the profession in question;

(f) Comprehensive presentation of standards. Courses and materials developed under the Decade should be thorough in their presentation of the relevant international standards. To this end, relevant instruments and simplified learning tools should be translated and provided to trainees;

(g) Teaching to sensitize. The goals of materials and courses developed under the Decade should not be limited to the imparting of standards and practical skills, but should also include exercises designed to sensitize trainees to their own potential for violative behaviour, however unwitting. For example, well-developed exercises which can have the effect of making trainees aware of notions of gender or racial bias in their own attitudes or behaviour can be quite valuable. Similarly, the special import of particular standards as they apply to women (for example) are not always readily obvious. Trainees should be made to understand, for example, that the term "degrading treatment", as found in the various international instruments, may have different practical implications when applied to women as compared to men, or when applied to one cultural group vis-à-vis another;

(h) Flexibility of design and application. To be universally useful, training courses and materials must be designed in such a way as to facilitate their flexible use, without imposing a single rigid focus or approach on the trainers. Such courses must be adaptable to the particular cultural, educational, regional and experiential needs and realities of a diverse range of potential audiences within the target group;

(i) Evaluation tools. Training materials and courses should include pre- and post-training evaluative exercises, such as testing questionnaires, which serve three crucial purposes. Pre-course questionnaires, when properly utilized, allow a trainer to tailor his or her course to the particular educational needs of the audience. Post-course questionnaires and evaluation sessions will both allow trainees to gauge what they have learned and assist in the continuous (crucial) modification and improvement of courses offered under the Decade.

Assessment and follow-up

76. The High Commissioner, concurrent with his preliminary, mid-term and final reports will make available for distribution to all international organizations, regional organizations and national focal points, the current listings of available training materials described in this component.

77. The High Commissioner, based upon information to be provided in reports by national focal points and from other partners in the Decade, will encourage the development and distribution of new materials, as indicated by evolving needs.

G. Component seven: strengthening the role of the mass media

Objective

78. The objective of component seven is to strengthen the role and capacity of the mass media in the furtherance of human rights education.

Programme elements

79. In recognition of the important role of the mass media in bringing human rights education to all sectors of society, including to persons at all levels of literacy and those living or working in remote areas, journalists, broadcasters and other media professionals should, during the course of the Decade, be subject to increased training and assistance in incorporating human rights information and public education into their work. All programmes and organizations engaged in the provision of training and technical cooperation under the Decade should consider contributing to these efforts. The Centre for Human Rights, in particular, should produce a manual on human rights for the media and increase its media training activities.

80. All actors in the Decade shall encourage, in their contacts with the media, enhanced public coverage of human rights issues and the development of programmes that provide information and ideas about human rights and contribute to a public dialogue about human rights, in full respect for the independence of the media and the freedoms of information and expression.

81. In consultation with the High Commissioner for Human Rights and the Centre for Human Rights, the Department of Public Information of the United Nations will increase significantly the production of United Nations television and radio educational programmes on human rights. The Department will be requested to produce videos, films, and programmes for radio broadcasting on human rights themes.

82. The High Commissioner and the Centre for Human Rights, with the cooperation of the Department of Public Information, will establish a media advisory board for public information and education on human rights and will develop a mass media campaign to publicize human rights standards and mechanisms.

83. In the context of the World Public Information Campaign for Human Rights, and in cooperation with relevant non-governmental organizations and agencies,

the Centre for Human Rights will intensify the publication of fact sheets, studies and other public information human rights materials. It will, as well, organize or participate in public human rights events such as the fiftieth anniversary of the United Nations, in 1995, and the fiftieth anniversary of the Universal Declaration of Human Rights, in 1998. The High Commissioner will encourage global media coverage of these events.

Assessment and follow-up

84. The High Commissioner, in his preliminary, mid-term and final reports will provide information on measures undertaken to increase media attention to human rights issues at the international, regional and national levels. All national focal points will be requested to maintain a review of national press coverage of human rights issues and to report to the High Commissioner on such coverage. A similar press review, at the international level, will be maintained by the Centre for Human Rights and the Department of Public Information.

H. Component eight: global dissemination of the Universal Declaration of Human Rights

Objective

85. The objective of component eight is to achieve the global dissemination of the Universal Declaration of Human Rights in the maximum number of possible languages, and in other forms appropriate for various levels of literacy and for the disabled.

Programme elements

86. The High Commissioner for Human Rights and the Centre for Human Rights, in cooperation with UNESCO, the Department of Public Information and its United Nations Information Centres, will conduct a global survey of existing printed language versions of the Universal Declaration of Human Rights, as well as of existing versions in pictorial, audiovisual or other formats, and will ascertain the availability of the various versions for distribution in each Member State, commencing in 1995.

87. Based upon the results of the survey, a plan will be developed by the High Commissioner for the production of further language versions of the Universal Declaration, with priority attention to be given to ensuring the existence of at least one printed format version for the main language of each Member State, and at least one audio or other appropriate version for various levels of literacy and the disabled in each Member State. Additional versions, in minority and other national languages, and in other formats for other levels of literacy and for the disabled, should immediately follow the production of these versions.

88. Under the coordination of the High Commissioner and the respective national focal points for human rights education, and according to the plan developed following the survey, Governments and national non-governmental organizations, universities and institutes, will be called upon to carry out translation, publication and distribution of appropriate versions of the Universal

Declaration of Human Rights, with technical and financial assistance from international organizations and programmes, where necessary. Such international organizations and programmes, including the advisory services and technical assistance programme of the Centre for Human Rights, UNESCO, other United Nations agencies and international non-governmental organizations, will be encouraged by the High Commissioner for Human Rights to make available such assistance, and the international donor community will be called upon to support these efforts.

89. On the occasion of the fiftieth anniversary of the Universal Declaration of Human Rights, in 1998, major celebratory events will be organized at the international, regional and national levels, during which the importance of universal knowledge and understanding of the provisions of the Universal Declaration will be emphasized. At the international level, the High Commissioner for Human Rights will convene an international conference on dissemination of the Universal Declaration, for the purpose of devising strategies for ensuring that the Declaration is globally available and effectively incorporated into human rights education at all levels and in all Member States. Regional organizations and national focal points will be called upon to hold corresponding events and to contribute to and implement the recommendations of the international conference.

Assessment and follow-up

90. The results of the survey conducted by the High Commissioner and the report of the international conference to be held in 1998 will be distributed to all regional organizations, national focal points and interested other partners in the Decade upon their completion.

91. All regional organizations, national focal points and other interested partners in the Decade will be requested to report to the High Commissioner for purposes of his mid-term evaluation in the year 2000, and again for his final report in 2005, on progress made since the completion of the survey, including celebratory events held and versions of the Universal Declaration available, and on continuing needs and challenges in the achievement of the objectives of these programme elements.

92. The High Commissioner will incorporate all such information into his mid-term and final reports, and all programme partners will be called upon to redirect their efforts according to the information and recommendations contained in those reports.

VIII. MID-TERM GLOBAL EVALUATION

93. During the year 2000, a mid-term global evaluation of progress made towards the achievement of the objectives of the Decade shall be undertaken by the High Commissioner for Human Rights and the Centre for Human Rights, in cooperation with all other principal actors in the Decade. The High Commissioner shall report to the General Assembly on the results of that evaluation.

94. The evaluation report shall take into account all available information on what has been accomplished at the international, regional, national and local levels, shall identify remaining shortcomings and needs, and shall make recommendations for action during the five remaining years of the Decade.

95. For purposes of the High Commissioner's report, all participating national focal points, international and regional organizations, non-governmental organizations, specialized agencies and programmes, and interested others, shall be requested to provide relevant information to the High Commissioner, based upon their own independent assessments and activities. National focal points, in particular, shall be requested to conduct detailed assessments in their own countries, and to report thereon to the High Commissioner.

IX. CONCLUSION OF THE DECADE

96. The Year 2005 shall be the final year of the United Nations Decade for Human Rights Education. That year shall, accordingly, be set as the target date for achievement of generalized human rights education programmes through the implementation of State action plans. It shall also be the target date for the completion of a comprehensive collection of human rights education materials, and their broad distribution throughout all Member States. By the conclusion of the Decade, effective national capacities for the delivery of human rights education should be secured world wide.

X. FOLLOW-UP TO THE DECADE

97. After conclusion of the Decade, the High Commissioner, with the assistance of the Centre for Human Rights and in cooperation with UNESCO, should issue a final report on the state of human rights education at the local, national, regional and international levels. The High Commissioner, in the final report, should seek to identify, as precisely as possible, progress in the various areas, including in which languages the Universal Declaration of Human Rights is available, the number and types of human rights educational manuals, handbooks and teaching materials developed by international and regional organizations and programmes, the number of human rights educational institutes, centres or permanent focal points established at the national level, the national percentages of teachers trained in human rights, the number of schools having adopted human rights education curricula and the number and kinds of education in the professional fields and in informal and non-formal education. The report should identify, as well, precise information on how various language versions of the Universal Declaration on Human Rights and human rights teaching materials may be obtained by interested groups and individuals.

98. The national, regional and international structures and networks established under the Decade should continue to serve as permanent focal and contact points for international cooperation in the field of human rights education, and the High Commissioner and the Centre for Human Rights, in cooperation with UNESCO, should maintain, and make available upon request, a current roster of such organizations and focal points.

99. Human rights educational materials developed under the Decade should be subject to periodic review, supplementation and revision to take into account changing needs and realities, and should continue to be made available on the widest possible basis.